

Classroom Diagnostic Tools *Search the Profile!*

QUESTIONS

PURPOSE

This document outlines an interactive search for use as an overview of the CDT maps during Train the Trainer: Next Steps for Teacher Utilization of the Classroom Diagnostic Tools.

DIRECTIONS

With a partner, log on to <https://pa.drcedirect.com>

Use the following credentials:

Email: qrtteacher@noemail.com (the first letter is a “q” as in QRT)

Password: PasswOrd5 (the 0 is a ZERO)

You will see the eDIRECT home page. Click on **Reporting Tools**; select **Interactive Reports** to get started.

Filters: Choose the following filters to view the reports.

1. Administration: CDT Training Demo
2. District: PA Demo District - 555555555
3. School: PA Demo School – 000000001
4. For this activity, not necessary to fill in Last Name, First Name, PA Secure ID, and Grade.
5. Teacher: Teacher, QRT (5555555)
6. Student Group: CDT Reporting Demo – Math G7 B
7. Click **Continue**
8. Select Map Configuration: Mathematics Grade 7
9. Change the “Begin Date” to 1/1/2010

With your partner, complete the *Search the Profile!*

PA Customer Service: 1-888-551-6935

GROUP MAP

1. In the Group Map, there are three colors shown. What do the colors represent?

2. Five diagnostic categories are featured at the bottom of this map. How are these aligned to the PSSA Reporting Categories? How would these be different if this CDT were aligned to the Keystone Eligible Content?

3. Draw a yellow box around the two dots in the red area of the Measurement diagnostic category and click on **Show Eligible Content**. How would you identify the PSSA Eligible Content and materials/resources needed to differentiate instruction for the two students represented by these dots?

4. Focusing in on the tabular chart posted under the Group Map, what uses does this chart provide?

5. How could you share this map with other teachers and data team members?

6. On the map, find Wilbur Kraft (in the green band of the Overall Score column) and click on his white dot. What happens to the map?

7. Draw a box around Wilbur's dot in Numbers and Operations and click on **Show Eligible Content**. What happens when you scroll down below the chart and click on **Export to PDF**?

8. If you were providing interventions in a classroom or as part of a program in your school, how could you determine if an intervention is effective from one testing session to the next in a specific diagnostic category?

INDIVIDUAL MAP

Click on the Individual Map tab at the top of the map and select the **Mathematics Grade 7** Map Configuration. You now have the Individual Map for Wilbur Kraft.

1. What do the lines around the scores represent?

2. Looking at Wilbur's report, is there a diagnostic category that represents statistically significant differences? How do you know?

3. Click on the white dot for Numbers and Operations. What is being shown here?

4. What happens when you click on the **Export to PDF** button under Wilbur's map?

5. How can you access Individual Maps for other students from this screen?

6. When would you use this report?

INDIVIDUAL LEARNING PROGRESSION MAP

Click on the Individual Learning Progression Map tab at the top of the map. We now see the Learning Progression Map for Wilbur Kraft.

1. What do the red and green dots represent?

2. What does the vertical gray band indicate?

3. How can I determine which Eligible Content each of the dots represents?

4. Look under the Reporting Category “Numbers and Operations” for Assessment Anchor Representation and relationships among numeric and symbolic expressions. You will see three red dots in the grade 6 column. What is one of the suggested activities, materials, and/or resources to support this student for these Eligible Content?

GROUP LEARNING PROGRESSION MAP

Click on the Group Learning Progression Map tab at the top of the map. We now see the Learning Progression Map for all students in the selected group.

1. What do the red and green dots in the “summary” column represent?

2. What do the horizontal gray bands indicate?

3. How can your data team use the Group Learning Progression Map to inform instructional decisions?
